DOCUMENT RESUME

ED 398 983 JC 960 546

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TITLE Career Majors: Overcoming Aimlessness.
INSTITUTION Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE Jun 96
NOTE 37p.; Materials used in a presentation at "Skills for the Future," Wisconsin's School-To-Work Conference, (Madison, WI, June 24-25, 1996).
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Career Choice; Career Exploration; *Career Planning; *Curriculum Development; Demonstration Programs; *Educational Change; *Education Work Relationship; Postsecondary Education; Role of Education; Secondary Education; State Programs; Student Needs

ABSTRACT

The Wisconsin Department of Public Instruction's Career Major Project (CMP) is a statewide effort to modify the educational system to help students develop meaningful career goals through their learning experiences in high schools, technical colleges, and universities. This document presents materials used in the project, containing information on project goals and demonstration sites. First, a background paper is provided on career majors, describing national findings that most junior high and high school students have little or no career goals or plans and arguing that schools must provide opportunities to help students recognize five competencies: what it means to work, the different types of work, the type of work they prefer, where the type of work they prefer is done, and how to prepare to enter their preferred type of work. Next, a background paper is presented on the changes that should be made to the current educational system to implement school-to-work and career majors, indicating that the system should integrate curriculum, pedagogy, assessment, and developmental guidance. A statewide school-to-work transition plan is then outlined and a handout on career majors is provided, including information on career competencies and a lifework planning model. Next, a report on the CMP is presented, describing project objectives and including a list of schools acting as demonstration sites. Finally, a needs statement for 1996-97 is presented, highlighting the importance of student assessment in determining the effectiveness of restructuring efforts. (HAA)

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Career Majors: Overcoming Aimlessness

by

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Materials used in a presentation at "Skills for the Future," Wisconsin's School-To-Work Conference, (Madison, WI, June 24-25, 1996).

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John T. Benson
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Greetings! As per your request, I am sending current copies of materials we are using with our Career Major Project. You will undoubtedly notice some duplication of information included within this packet. That is because I am sending you everything we have produced on Career Majors to date. We tend to use selected pieces of information depending upon the group we are working with. Enclosed please find (in order):

— Overcoming Aimlessness: What's a Career Major? (background paper on majors)

— Where Do Career Majors Fit In A Restructured Education System? (background paper on systems)

— Overcoming Aimlessness: Career Majors (handout used with presentations)

— Wisconsin Career Major Project Information (information on our current demonstration sites)

— Career Majors: A Report for Carl Weigell (statement of need projecting direction for 1996/97)

I hope you find this information helpful. As you can see we are taking a real systems and a process approach to Career Major development here in Wisconsin. We continue to modify our efforts as we work with our demonstration sites, so please expect this work to change as we move along. I have enclosed my business card so please feel free to contact me for additional information or for further explanation. Thank you for your interest in Wisconsin's Career Major Project.

Overcoming Aimlessness: What's a Career Major?

The Need?

Most successful people have well focused goals, understand how to achieve them, and have confidence in their ability to do so! Young adolescents also need to establish goals and know how to achieve them since they will be making educational decisions having major life consequences by the time they complete eighth grade. Unfortunately few eighth graders have "meaningful goals" or the information and skills needed to make informed choices.

The largest sample of American eighth graders ever studied—23,000 in the National Education Study—revealed that:

- One-half to two thirds of eighth graders plan on completing college but only 25% plan on taking college preparatory courses. Many aspire, but few know how to get from "here to there."
- 25% of eighth graders don't know which high school program they will enter.
- 64% of eighth graders have never discussed their future high school program with a counselor. Half haven't discussed their high school plans with a teacher, and 25% have not had this discussion with a father [parent].
- 74% are learning very little about people's work activities in the next century.
- Approximately one third have little knowledge of the world-of-work in their communities, have not acquired knowledge about different occupations and the changing male/female roles, see little connection between school activities and future work plans, and are learning very little about how to select a career. (Youth Programs, - Fall 1992)

The results of a Wisconsin survey completed in the fall of 1995 also indicated that students are receiving career information in a very sporadic "hit or miss" manner. Students do receive some information in their classrooms, but only when teachers have designed a learning activity that happens to have an obvious connection to careers. When careers are discussed in the classroom, teachers discuss careers they are aware of, but most times they did not help students project themselves into those careers. Teachers do not routinely reinforce what students know about themselves (their aptitudes/interests/and talents), and what the knowledge suggests would contribute to success in particular types of work.

Students do receive some career information from their counselors. While valuable, the information is insufficient. Parents and relatives continue to be a valuable source of career information for their children, but the information they provide is limited and stereotypic. The results of this survey leads to the conclusion that career development is currently occurring in a haphazard manner.

What are the consequences of these sobering findings? The majority of adolescents are aimless during high school! Students who are not motivated by "college prep" typically pursue "general education" or a path of little resistance. Even those who actively pursue "college prep" are often uncertain about majors they will pursue once they begin college. Some students prematurely crystallize their plans before being exposed to, or becoming aware of, the implications of their decision(s). Their limited exposure to work options is often stereotypic and not reflective of the broad nature of work occurring within every occupational cluster. This aimlessness and uninformed decision making has contributed to persistent state and national calls for educational reforms such as career education (1960), education for employment (1980), Tech Prep (1990), youth apprenticeship(1995), and school-to-work (1995), all attempts to systematize preparation for work ...one of the major goals of pK-12 education.

In fact, overcoming "aimlessness" may be the preeminent goal of all of these reform efforts. According to Howard Gardner,

"The single most important contribution education can make to a child's development is to help him toward a field where his talents best suit him, where he will be satisfied and competent. We've completely lost sight of that. Instead, we subject everyone to an education where, if you succeed, you will be best suited to be a college professor. And we evaluate everyone according to whether they meet that narrow standard of success.

We should spend less time ranking children and more time helping them to identify their natural competencies and gifts and cultivate those. There are hundreds and hundreds of ways to succeed and many, many different abilities that will help you get there."

What can be Done?

Career development needs to become a curricular issue to a much greater extent than it has ever been. *All* teachers, counselors, parents and community members need to cooperate in providing students information and experiences needed to make better life/work related decisions.

Tech Prep's "career mapping" initiative assumes that students will need to have a relatively good, albeit tentative, sense of where they are headed by the end of the tenth grade. Presently though, most seniors are not aware of the numerous work options available so how will tenth graders know which "map" they ought to be following? How could they possibly create a meaningful map for themselves? School-to-work has proposed "career majors" as a partial solution. Conventional thinking also seems to imply these "majors" have a relationship to curriculum maps and career plans.

A study completed for the Wisconsin Department of Public Instruction and Wisconsin Technical College System Board in June, 1994, was designed to investigate the curriculum and instruction implications of career majors. The study was to suggest how schools might organize learning experiences, reorganize curriculums, or restructure educational practices in order to help students discover their interests, talents, and abilities and the "fields" or

"environments" where these talents and abilities might best be employed. In part, the study concluded that "The newer initiatives and time-tested 'tools' for occupational education will be of little value if students do not acquire a well developed and well informed basis for choosing the programs and delivery systems that will best facilitate their successful transition to satisfying and productive adult roles" (Samson, 1994). After reflecting on a wide variety of options, the group involved in the study identified what it believed was the most desirable model(s) for the state of Wisconsin.

One major conclusion of the 1994 study was that "there are *four broad domains* within which people may become engaged for productive work." These domains were also characterized as four fundamentally different *"types of work."* While many jobs (depending upon their level of complexity) are comprised of a combination of all four types of work, most of any given job's tasks tend to favor one of the four types. Those who have been grappling with the notion of career majors since 1994 now believe that these "four broad domains"/"types of work and life activity" can serve as a basis for designing curriculum to provide K-10 work awareness and exploratory experiences.

The four types of work identified in the study are *enterprise, technology, invention,* and *human*. But, unfortunately, even many adults who routinely perform technical work, for example, don't know how to characterize other types of work in which they engage. How are youth supposed to begin differentiating between various kinds of work activity in order to attain meaningful and personally rewarding life work goals?

Schools must begin to systematically provide opportunities which are intentionally designed to enable students to become capable of recognizing:

1. what it means to "work",
2. the four fundamentally different types/*domains* of work activity,
3. which of the four types/*domains* of work activity best accommodate their talents, abilities and potential,

4. how each type/*domain* of work activity is applied in different career clusters (concentrations), and
5. how to prepare themselves to enter the life work of their choice.

The following five sections elaborate on each of these five competencies.

1. What it Means to "Work"

For a long time employers have been lamenting that new employees do not adequately understand what it means to "work." Such understanding rarely occurs without systematic exposure to, and contemplation of the characteristics and attributes of being productive. Yet all too often, the development of this understanding is left to chance. As early as kindergarten curriculum must begin to appropriately acknowledge that *understanding what it means to "work"* is one of three distinct purposes of schooling.

Learning experiences must systematically expose students to what work (productive human endeavor) is all about. Beginning in the early grades, activities must be designed to enable pupils to recognize:

- why people work;
- what work is;
- that several types of work exist;
- why people choose the types of work they do;
- why some people enjoy certain work activities while others may not;
- barriers to full participation in work and ways they can be overcome;
- the knowledge and skills that are applied in most work;
- how teacher expectations mirror employer expectations;
- the implications school choices have on preparation for work;
- how work, lifestyle, personal time, and self esteem are interrelated;
- the broad types of work one can qualify for with various kinds and levels of experience and post secondary education;
- the earnings potential and conditions of various types of work;

• some of the myths and realities of various types of work.

Note that the focus is not on comparing jobs, occupations or careers, but rather on the broad characteristics of "work." Learners should be able to explain the relationship of schoolwork and "work." When told to "get back to work!" they should also be able to explain what they were doing that is not "worklike."

2. Fundamentally Different Types of "Work"

We're not all interested in the same things, of course, but it is impossible to be interested in something we're not even aware of. Interest is shallow if we don't understand *why* we are interested! Students need to experience horizon-broadening activities in order to develop a "consciousness" about the many positive and realistic options available to them during and after high school.

Activities designed to help students recognize that people perform fundamentally different types of work and life activities must also begin in the early grades. Unfortunately many elementary schools tend to focus exclusively on the work people do with their hands (milk helper, chalkboard cleaner, etc.). Rather than being made aware of the "job" of firefighter, students ought to be becoming aware of the "type of work" firefighters engage in. This awareness could then be contrasted with the "type of work" nurses, for example, perform. Starting with rudimentary classifications of work activities, student understanding should eventually evolve into more meaningful major organizations of work activity which ultimately include numerous "job" examples of each type of work in each of the work clusters. We believe the four "types/*domains* of work activity " provide a workable taxonomy.

3. The Type of "Work" I Prefer

Next, students need to experience learning activities designed to help them explore which of the four types of work best accommodate their talents, abilities and potential. Young adolescents vary enormously in their personal attributes ...i.e. their interests, aptitudes, personalities, and physical

capabilities. Less widely recognized is that individuals' ability to find happiness and self-fulfillment is closely related to their awareness of and ability to capitalize on these attributes. Work satisfaction, which is directly correlated with happiness and self-fulfillment, depends upon an individual's ability to choose, and prepare for, work which is compatible with his/her personal attributes. Schools must systematically help students become aware of, reflect on, and record evolving impressions about *their* personalities, interests, preferences, values, physical attributes and aptitudes?

Learning activities ought to be offered to systematically assist students to *experience* all four fundamentally different types of work (technology, invention, enterprise, & human). As they compare and contrast the four types, students must continue to think about, and record, what the four types share in common, how they are similar and how they are different, in a portfolio. The portfolio should also allow students to record their reflection on:

- which activities they liked best and why,
- which type of work they find frustrating and why,
- which type of work they would avoid in the future and why,
- the knowledge and skills they will need to acquire in order to achieve the type of life work (career) they prefer.

Career portfolios should enable young adolescents to manage information they are gaining about themselves *and* the world of work in order to develop meaningful goals and a valid education plan.

Career exploration includes knowledge of what work is, knowledge of the various types of work available, experience with each type of work, awareness of how that type of work occurs in a variety of occupational clusters, and the ability to use this knowledge to *set viable life work (career) goals.* Young adolescents who know what work is, have begun to recognize that there are several types of work available, and know what type of work they tend to prefer, are in a position to establish broad, albeit tentative, life goals. Their tentative goals ought to be general rather than specific, focusing on the broad

types of work experience desired. They can then decide where they desire to do the type of work they prefer!

"Goals" are the antithesis of "aimlessness." Until the adolescent establishes goals, it matters little which route he or she pursues. If the goal is too broad, like "college" there is a high likelihood that the student's goal, once achieved, will be less rewarding than it would have been if it was a more focused goal. Unfortunately, "getting somewhere" is currently perceived as being a more important educational goal than knowing where you are going and why.

4. Where the Type of "Work" I Prefer is Done (Emphasized)

Having learned to differentiate between the four types of work and recognizing which type of work they prefer, students then need to explore how each type of work is applied in different career clusters. Some variation of the technical type of work, for example, is performed in virtually *all* clusters. The health cluster includes technical work, the agriculture cluster includes technical work, the business cluster includes technical work, etc. Yet many students naively equate a particular cluster with only one of the four types of work failing to recognize the cluster includes all four fundamentally different types of work. Developmental theory suggests that choosing an occupation or occupational cluster ought to occur *after* a student has crystallized his or her thinking around a type of work and investigated how that work occurs in a variety of settings, clusters, or concentrations

5. How I Prepare Myself to Enter the Type of Work I Prefer

The curricular experience ought to prepare adolescents to be active participants in their own educational planning. Without effective exploratory experiences to help them make informed choices about their coursework, students run the risk of being easily, and often unduly, influenced by stereotypes and bias. Preconceived notions of guidance counselors, peers, parents, or others may disproportionally influence students as they make important education decisions if they have not had meaningful experiences which prepare them to make those decisions. Students should posses the knowledge and understanding needed to logically confront stereotypes and to engage parents, counselors and others in meaningful

dialog about their tentative goals and options. This will occur when learning experiences have developed sufficient work understanding and goal setting skills needed to determine which courses and other educational experiences are in *their* best interests.

How can you tell if a student has a career major?

To the surprise of some, and contrary to what seems to be occurring in other parts of the country, our effort will not produce a list of career majors. The theory prompting our thinking is that a career major is merely a logical *goal* that is meaningful and motivating to the learner. Such a goal will, of necessity, be based upon in depth knowledge of self, in depth knowledge of the world of work, and informed decision making. Having begun to crystallize her or his thinking around such a goal, a learner will be able to create a personally meaningful educational plan or "curriculum map." While it is assumed that maps created by others will be useful in the educational planning process, it is hoped that the individual learner will be capable of adapting these maps based upon his or her own goal or "career major." A *career development portfolio* is an indispensable tool that helps the learner (and his/her teacher) facilitate or manage the career development process.

How, then, will educators be able to determine if an individual student has a career major? We believe that students completing the 10th grade evidence a career major if they can:

- Describe their tentative post school-life work related *goal* ... i.e. their "career major" (KNOW)
- Explain how their *goal* will accommodate/fulfill their interests, talents, values, and needs (KNOW)
- Describe 3-4 occupations their *goal* might prepare them for (KNOW)
- Explain how their *goal* has influenced their 11th and 12th grade educational plans (coursework, work experience, extracurricular involvement, etc.) (KNOW)

- Explain how the use of their career portfolio has and will continue to facilitate their career planning (KNOW & BE ABLE TO DO)

- Explain how family, teachers, counselors and informational systems were, and will continue to be used in career planning and decision making (BE ABLE TO DO)

- Explain how the career interest inventory results (part of the Wisconsin Student Assessment System 10th Grade Knowledge and Concepts Exam) support, or reinforce the goal they have tentatively chosen.

Who is responsible for ensuring students get the experiences they need?

New experiences must be infused throughout the curriculum in order to prepare students to arrive at a career major. Providing such experiences should produce students who view their futures more positively and as a consequence are motivated to engage more fully in learning. In the absence of such experience aimlessness will continue to prevail.

The aimfullness we envision cannot occur without the involvement of a school's entire faculty and community. It is unreasonable to assume that guidance counselors can independently provide all of the learning experiences needed. Counselors must, of course, coordinate the provision of needed learning experiences. If career development is as closely related to vocational education as we believe it is, vocational educators would accept primary responsibility for ensuring that all students have a career major by the end of the 10th grade!

References:

Samson, Harland E., *Life Work Development Model,* A Report by a Study Committee Presented to the Wisconsin Tech Prep State Management Team and the Wisconsin Tech Prep Leadership Group, June 1994, p.7.

U.S. Department of Education, NCES, NELS-88 in *Youth Programs.* Waltham, MA: Center for Human Resources, the Heller School, Brandeis University, 1992.

Career Development Survey

State of Wisconsin
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John T. Benson
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Where do Career Majors fit in a restructured education system ?

A strength of School-to-Work (S-T-W) legislation is that it calls for restructuring of the entire education "system". Unlike the Carl Perkins Act which focuses on specified groups of students (non - 4 year college bound) or Tech Prep which focuses on part of the system (the 9-14 sequence) or Career Centers which focus on a component of the reform challenge, S-T-W addresses "system change." Our challenge is to use the otherwise disconnected initiatives of previous legislation to connect things together systematically. All students benefit from a restructured education system.

In order to determine if proposed education reforms really work, we need to make student assessment an integral part of the new systems. If for example students will now be expected to make critical decisions by the end of grade 10, then assessment needs to help educators determine if informed decisions have indeed been made. If students will be expected to have an 11-14 curriculum plan, then assessment needs to help us determine if, in fact, viable plans, portfolios, and curriculum maps exist. It must also be understood that this restructuring includes an 11-14 sequence which takes us out of our own (PK-12) system; necessary if students are to have a "seamless" transition.

In order to create a vision of how all of the disjointed pieces might fit together in a restructured system, a framework was developed to show how this PK-life system might look (Figure 1). This learning driven model takes the student from where they are and guides their educational process to get them where they want to go. The framework includes four critical pieces that must work together for all students to experience a seamless education transition. The four critical pieces are;

- curriculum
- pedagogy
- assessment
- developmental guidance

The top of the framework is an early childhood through life continuum. The educational model has people moving in and out of the system's continuum to accommodate life-work goal changes and retraining needs.

Each level of the continuum lists change initiatives that are currently occurring in school districts. Many, for example, are beginning to implement multi-age level groupings. Most often this is done at the elementary level. But districts need to consider how multi-age groupings will effect student transition throughout the continuum. How will students deal with a more restrictive environment after learning in a multi-age setting?

The next level of the framework lists core curriculum elements. The first consideration, and the starting point for education restructuring, is for school districts to determine what they expect all students to know and be able to do when they complete high school. Since we are working in the area of School-to-Work transition, seamless matriculation for all students is a critical issue. In order for students to experience seamless transition, those competencies we expect all students to know and be able to do, cannot be developed in isolation. Determining what we expect all students to know and be able to do must include what every post secondary setting (college, university, world of work, etc.) requires. PK-12 educational institutions must work with their local colleges, universities, and business communities as they identify what they expect of all students.

A common curriculum framework for all students does not mean a "one-size fits all" curriculum. Curriculum themes (framework), must be broad enough and sufficiently compelling to require integration to occur. The Life-Work model provides one such framework.

The Wisconsin Learner Goals, Outcomes, and Assessment System, the Content Standards, the Secretary's Commission for Achieving Necessary Skills (SCANS) Standards, Education for Employment Standard, Challenging Content Standards, as well as any standards the individual districts are working toward, or already have in place, are excellent places to begin efforts to re-think the curriculum. Virtually any one of these initiatives provide a logical entry point for curriculum revision.

High expectations for all students is another critical curricular component. Consistently challenging all students helps them to reach higher goals while requiring the function (role) of the teacher to change. Teachers need to become facilitators and coaches of the students' learning process. Figure 2 includes an example of rethinking the role of the vocational-technical teacher. These new roles must be developed for all participants within a restructured system.

In addition to curriculum revision, much of restructuring involves rethinking teaching pedagogy. Instructional strategy becomes a critical component of any curricular revision in a restructured education system. Students learning style(s) must

become the primary tool a teacher uses to instruct a concept. Teachers utilize rich and varied methods by changing their teaching style to engage all learners within the classroom . As they do so, teachers should naturally be drawing on multiple teaching strategies (gifted and talented, accelerated learning concepts, cooperative learning, application, etc.) and varied instructional practices to engage all students.

All restructuring initiatives must be guided by assessment. Wisconsin's assessment system expects students to make some critical decisions at the end of grade 10. These decisions should guide 11-14 (or life). When assessment is a dominant feature of systemic change, the following guiding principles should profoundly effect our thinking. They are;

- Communities determine what they expect all students to know and be able to do when they leave an educational institution
- Determine the critical decisions expected of students at the end of grade 10
- Communities determine benchmarks to measure progress and determine appropriate time and opportunities for students not meeting those benchmarks
- Communities need to insure student learning style(s) guide teaching pedagogy
- Use of career plans and curriculum maps, guided by portfolio assessment to create student's own pathway for their life-work goal

The final critical component represented on this framework is developmental guidance. The Wisconsin Developmental Guidance Model (WDGM) fits the School-to-Work framework. WDGM requires parents (guardians), families, teachers, business (industry) and the entire community become providers of career guidance. This means career guidance becomes an integral part of classroom activities for all students and teachers. In order for students to determine a tentative career major at the end of grade 10, we must determine how to make this part of the core curriculum and learning process. There will be different emphasis related to careers at the various education levels and they are;

- K-5
  Emphasis on the common characteristics of all work. (what it means to "work" and an introduction to fundamentally different types of work)

- 6-8

  Emphasis on exploration of the characteristics that differentiate four fundamentally different types of work (major work classifications) and which type best accommodates their talents, abilities and potential (the work classification I prefer)

- 9-10

  Emphasis on how each type of work is applied in a variety of career clusters or concentrations (where each type I prefer is done) and how I can prepare myself to become what I would like to become (how to set tentative goals and get involved in educational planning)

- 11-14

  Tentative Career Major determined, the student should begin occupational preparation using a career plan and curriculum map based on that Major or Life-Work goal

Summary

This framework should provide a "visual tool" to allow interested people to see how School-to-Work elements interact to form a restructured education system. Specifically the four components that must fit together to benefit all students are 1) curriculum 2) pedagogy - instructional practices 3) assessment, and 4) developmental guidance. This system requires that educators do a better job of determining the knowledge and concepts that will enable students to become productive members of society. All students must begin to see how what they are learning in school will effect their lives today and in the future. Implementation of this framework into a restructured education system will enable students to gain knowledge and skills as they crystallize their career major. In addition it will allow teachers to vary instructional practices to better engage all learning styles and become facilitators of the students learning process.

SCHOOL TO WORK TRANSITION PLAN

Elementary	Middle School	High School	Transition	Post Secondary Options	Life Skills
K-5	6 - 8	9 - 10	11 - 12		
Core Curriculum - Standard Based - Content Standards & SCANS - High Expectation - High Success - Correctives - Inclusive Strategies for Education For Employment and Gifted & Talented * Emphasis on Traits/Talents and the Nature of Work Resource: Classroom Activities in Employability Skills, Adopt a Class	*Core Curriculum* - Standard Based - Content Standards & SCANS - High Expectation - High Success - Correctives - Inclusive Strategies for Education For Employment and Gifted & Talented * Emphasis on Career Exploration and Planning Resource: Middle level Curriculum Guide. "Exploring Life's Work"	*Core Curriculum* - Standard Based - Content Standards & SCANS - High Expectation - High Success - Correctives - Education for Employment and Gifted & Talented * Emphasis on Career Planning and Preparation Career Viewing Resource: Career Maps, Curriculum based on WI Educational Goals, Learner Outcomes, Integrated/Applied Task Model	*Core Curriculum* - Based on a Learning Plan Including strategies for; World of Work Prep (School Supervised Work Experience) Youth Apprenticeship Tech Prep (Articulation) College Prep Post Secondary Options (Advance Placement) Resource: Curriculum Development based on: Integrated and Applied, Developed in Teams of Vocational, Academic, Special Needs, Post Secondary, and Business Community	- Training For Future Career Needs - Advanced Technical - Apprenticeship - Associate Degree/Diploma - College Degree - Post College Degree Curriculum: - Standards Based (Ind. Skill Standards) - Employability Skills (SCANS) - High Expectations - Work Based Opport. - Integrated/Applied - Articulated Instruction	- Family - School - Work - Community - Society - World - Health - Economics - Education - Learning
Assessment 4th Grade • Portfolio • Proficiency • Projects • Performance • Student/Parent Goal Setting • Counseling	Assessment 8th Grade • Portfolio • Proficiency • Projects • Performance • Student/Parent Goal Setting for Options/Choices • Counseling	Assessment 10th Grade • Portfolio • Proficiency • Projects • Performrmance • Student/Parent Goal Setting & Choices for Life Preparation • Transition Plan • Counseling * Career Major	Assessment • High School Diploma • Proficiency Certification • Transcript Verification • Student/Parent Exit Goal Setting • Seemless Transition to Next Level	Post Secondary Options • Diploma/Degree • Advanced Proficiency • Transcript Verification • Career (Advancement) Plan Employee/Employer • Continuing Education and Training	

Developmental Guidance

Best / 95

"What Does School-to-Work Mean to Educators, Specifically Vocational-Technical Educators?"

How Could The Function of the Vocational-Technical Staff Change In Response to School-to-Work?

K-5

— A Resource

- Arrange work awareness experiences for students and for school personnel
- Assist staff to design authentic, applied learning activities
- Help staff arrange learning opportunities which occur in business, industry, and the community
- Help staff to appropriately implement Education for Employment

6-8

— A Career Development Facilitator

- Provide developmentally appropriate exploratory experiences students need in order to make sense of self, make sense of the world of work, make decisions, and participate in educational planning

- Own the career development process and integrate with all other disciplines

9-10

— A Career Development **Coordinator**

- Provide work place learning experiences for all students
- Consider non traditional scheduling models like summer for work place learning experiences
- Ensure all school personnel have a convenient opportunity to know what is occurring in business and industry
- Arrange visits to local technical colleges for students and staff
- Work to make curriculum integrative

11-14

— An Occupational curriculum **Specialist**

- Provide generalizable content needed for the 11-12 portion of the students' 11-14 curriculum map
- Provide up to date (and futuristic) industry driven learning experiences
- Provide solid transition possibilities for students by working with discipline related staff in all post-secondary settings (Technical College, University, World of Work)

Best/Smeltzer '95

Overcoming Aimlessness: Career Majors

This effort will not produce a list of career majors. We believe that a career major is simply a logical life work *goal* that is meaningful and motivating to the learner. But, such a goal will, of necessity, be based upon in depth knowledge of self, in depth knowledge of the world of work, and the ability to make informed decisions.

How can you determine if an individual student has/does not have a career major? We believe that students completing the 10th grade have a career major if they can:

- Describe their tentative post school-life's work related *goal* ... i.e. their "career major" (KNOW)
  - tell you what it is
- Explain how their *goal* will accommodate/fulfill their interests, talents, values, and needs (KNOW)
  - explain why it is appropriate for them
- Describe 3-4 vocations their *goal* might prepare them for (KNOW)
  - explain what it would prepare them to do
- Explain how their *goal* has influenced their educational plans (coursework, work experience, extracurricular involvement, etc.) (KNOW)
  - explain how it has affected their educational plans
- Explain how the use of their career portfolio has and will continue to facilitate their career development (KNOW & BE ABLE TO DO)
  - explain how they have, and will continue to use their career portfolio

- Explain how the use of family, teachers, counselors and informational systems were, and will continue to be used in career planning and decision making (BE ABLE TO DO)
  - explain how others have will continue to influence their plans

- Explain how the career interest inventory results (part of the Wisconsin Student Assessment System 10th Grade Knowledge and Concepts Exam) results verify, support, or reinforce the goal they have tentatively chosen
  - reconcile

The four types or domains of work are:

- *enterprise,*
- *technology,*
- *invention,*
- *human..*

Students will need learning experiences designed to prepare them to recognize:

1. the common characteristics of all work or
   - what it means to "work"

2. the characteristics that differentiate four fundamentally different types/*domains* of work
   - major work classifications

3. which of the four types/*domains* of work best accommodate their talents, abilities and potential
   - the work classification I prefer

4. how each type of work/*domain* is applied in a variety of career clusters (concentrations)
   - where the type of work I prefer is done

5. how can I prepare myself to become what I would like to become
   - how to set tentative goals & get involved in educational planning

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Objectives of Project Designed to Test These Ideas:

1. Discover how schools choose the career development competencies they will address.

2. Discover how teachers involve other school staff, community, and/or student's family in "teaching" career development competencies.

3. Discover how individual teachers adapt learning activities to help students:
    a) recognize the common characteristics of all work [what it means to "work"],
    b) recognize the characteristics that differentiate four fundamentally different types/*domains* of work [major work classifications],
    c) recognize which of the four types/*domains* of work best accommodate their talents, abilities and potential [the work classification I prefer],
    d) recognize how each type of work/*domain* is applied in a variety of career clusters (concentrations) [where the type of work I prefer is done], and
    e) understand how to prepare myself to become what I would like to become? [how to set tentative goals & get involved in educational planning].

4. Discover how schools can assess career self-efficacy (to gauge the effectiveness of their career planning and programming activities).

5. Use what is discovered to design written materials and inservice programs that would be useful to teachers.

SCHOOL TO WORK TRANSITION PLAN

Elementary	Middle School	High School	Transition	Post Secondary Options	Life Skills
K-5	6 - 8	9 - 10	11 - 12		
Core Curriculum - Standard Based - Content Standards & SCANS - High Expectation - High Success - Correctives - Inclusive Strategies for Education For Employment and Gifted & Talented * Emphasis on Traits/Talents and the Nature of Work Resource: Classroom Activities in Employability Skills, Adopt a Class	*Core Curriculum* - Standard Based - Content Standards & SCANS - High Expectation - High Success - Correctives - Inclusive Strategies for Education For Employment and Gifted & Talented * Emphasis on Career Exploration and Planning Resource: Middle level Curriculum Guide. "Exploring Life's Work"	*Core Curriculum* - Standard Based - Content Standards & SCANS - High Expectation - High Success - Correctives - Education for Employment and Gifted & Talented * Emphasis on Career Planning and Preparation Career Viewing Resource: Career Maps, Curriculum based on WI Educational Goals, Learner Outcomes, Integrated/Applied Task Model	*Core Curriculum* - Based on a Learning Plan including strategies for; World of Work Prep (School Supervised Work Experience) Youth Apprenticeship Tech Prep (Articulation) College Prep Post Secondary Options (Advance Placement) Resource: Curriculum Development based on: Integrated and Applied, Developed in Teams of Vocational, Academic, Special Needs, Post Secondary, and Business Community	- Training For Future Career Needs - Advanced Technical - Apprenticeship - Associate Degree/Diploma - College Degree - Post College Degree Curriculum: - Standards Based (Ind. Skill Standards) - Employability Skills (SCANS) - High Expectations - Work Based Opport. - Integrated/Applied - Articulated Instruction	- Family - School - Work - Community - Society - World - Health - Economics - Education - Learning
Assessment 4th Grade • Portfolio • Proficiency • Projects • Performance • Student/Parent Goal Setting • Counseling	Assessment 8th Grade • Portfolio • Proficiency • Projects • Performance • Student/Parent Goal Setting for Options/Choices • Counseling	Assessment 10th Grade • Portfolio • Proficiency • Projects • Performrance • Student/Parent Goal Setting & Choices for Life Preparation • Transition Plan • Counseling * Career Major	Assessment • High School Diploma • Proficiency Certification • Transcript Verification • Student/Parent Exit Goal Setting • Seamless Transition to Next Level	Post Secondary Options • Diploma/Degree • Advanced Proficiency • Transcript Verification • Career (Advancement) Plan Employee/Employer • Continuing Education and Training	

Developmental Guidance

Best / 95

Life-Work Model (4 KINDS of work) - Difference is in the KIND of activity that occurs within each of the four.

- Human - Range of dealing with the human being, and endeavor. Main work activity focus = human.
  Social/psychological/medical
  People/Social

- Invention - Working with a thing or a service or creating something. Main work activity focus = creation. Interaction with product research and service.
  Creation/Ideas.

- Enterprise - Organizations and putting together the things necessary for an event. Main work activity focus = molding.
  Organization of people/capital/equipment.
  Using Thoughts Together/Concepts.

- Technology - Things and information. Main work activity focus = manipulation of things/data/information.
  Engineering/Biological/Physical.
  Things Driven.

The Lifework Planning Model

PK-10 Curricular Framework

---▶ Student Movement (3X's PK-10)

Student Focus Here

- Knowledge
- Career Awareness/Exploration
- Life Skill Competencies

Based on:

Teaching Styles/Learning Strategies

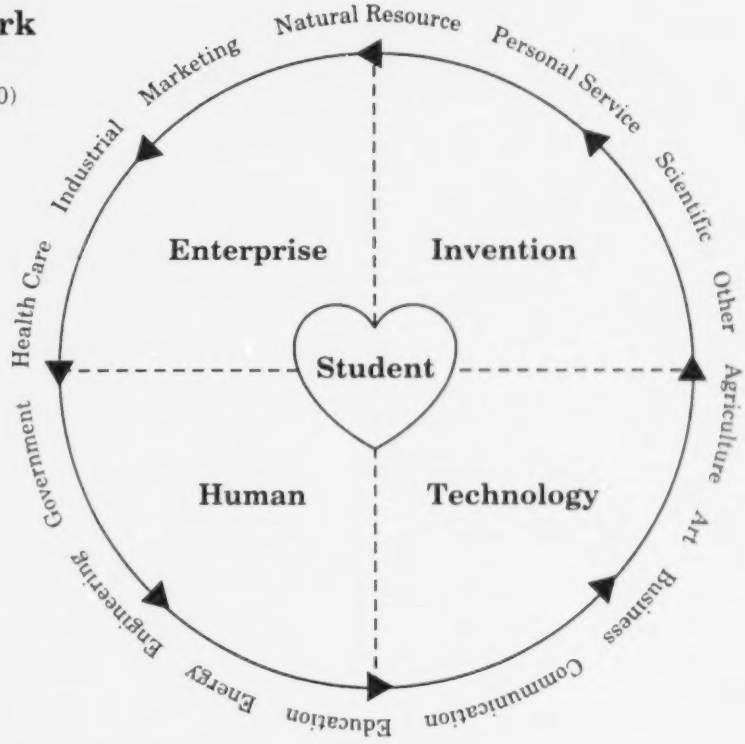
Focus Content

Knowledge
- Math
- Science
- Language Arts
- Social Science

Integrated Content

Personal/ Cultural
- Global Studies
- Music/Arts
- Physical Education

Career
- Voc/Tech



10th Grade Assessment

11-Life Curricular Framework

Student creates a curricular map

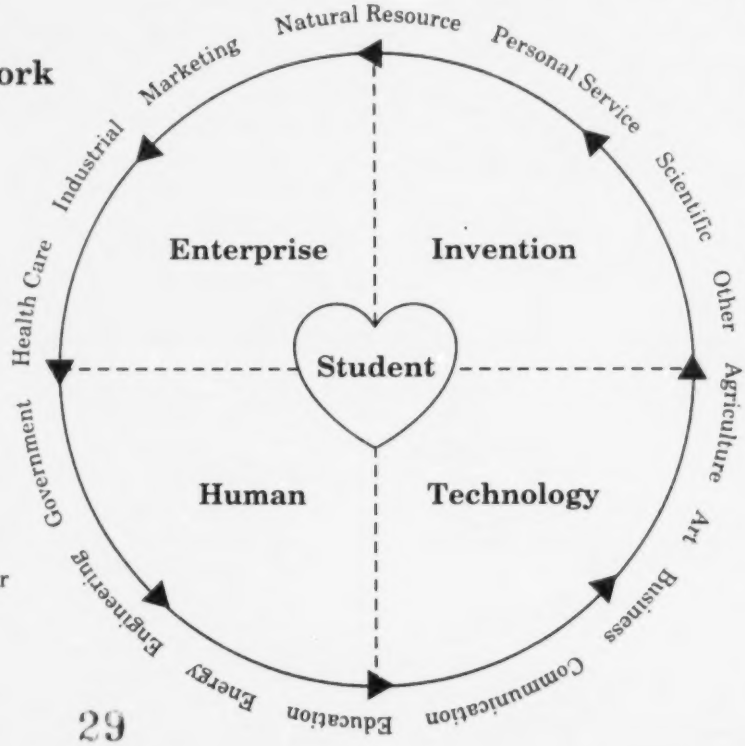
Student Focus Here

- The Career Major

Based on:
Students learning plan and curricular map

Focus content and integrated content become:

Any knowledge and skills necessary for the student to advance toward their chosen major.



Wisconsin Career Majors Project Information

Why: According to School-to-Work all students are expected to have a Career Major by the time they reach the end of the 10th grade. In order to be prepared to declare a major, students are going to need different educational experiences then most are currently receiving. A study completed in June of 1994 in Wisconsin investigated the curriculum and instruction implications of Career Majors. The study proposed how schools might reorganize learning experiences in order to help students discover their interests, talents, and abilities, and the "fields" or "environments" where those talents and abilities might best be employed. As we continue to extend the work of this original study, five things now seem obvious:

1) Foundational experiences specifically designed to help students understand what it means to work and to explore different types of work must begin at the earliest level.

2) Providing necessary career development experiences is a shared responsibility of all educators, the community, and the family. It is no longer reasonable to assume that guidance counselors can provide all of the experiences students need in order to make informed career choices and educational planning decisions. The community must be a part of this process.

3) Assessment must be designed to allow us to determine how well we are doing. Students, educators, and families all need to know whether or not learners are developing the self awareness, work awareness, decision making, and educational planning, knowledge, and skills that are needed in order to declare a Career Major. The career portfolio process is integral to this project.

4) Educational systems must reform to place emphasis on the learner. As we move to a learning driven model in education, personnel functions within the system change to accommodate the learner.

5) As a student declares a Career Major at the end of 10th grade, they should use a career plan and a curriculum map to determine their 11-14 education and life-work sequence.

What: A project funded by Carl Perkins Act Title III E is currently trying to achieve the following five objectives:

1) Discover how individual teachers meaningfully involve others from their school, business and industry, community, and/or student's family in "teaching" career development competencies.

2) Discover how schools can;

   a) determine which career competencies (from the Wisconsin Developmental Guidance Model) to address within the context of a lesson and,

b) can adapt their curriculum to help students to achieve those competencies.

3) Discover how individual teachers adapt their activities to help learners
   a) recognize the common characteristics of all work,
   b) recognize the characteristics that differentiate four fundamentally different types of work,
   c) explore which of the four types of work best accommodate their talents, abilities, and potential (making sense of self), and
   d) explore the opportunities each type of work offers people who posses the necessary talents, abilities, and potential (making sense of the world).

4) Discover how schools can evaluate the effectiveness of their career planning and programming activities on the basis of learner outcomes.

5) Use the findings from the first four objectives to design
   a) "school to work professional development programs and,
   b) written materials that would be useful to other school systems

Who: This project currently links the following:

- Wisconsin Department of Public Instruction
  - Office of School to Work
  - Instructional Strategies Team
  - Developmental Guidance
  - Assessment
  - Local K-12 students, staff, and administration (family, community, and business/industry)

- Wisconsin Technical College System
  - School to Work
  - Curriculum Consultants

- University of Wisconsin - Madison
  - Department of Counseling Services

- We are very much in need of strong business/industry support for the ground work and planning at the statewide project level. We are working with those connections in our action research with local districts but require that support at the steering committee level.

When: Current funding will take our action research through the 1995-96 school year. We do not anticipate that our work will be complete and will be looking to bring more schools into the process.

Where: See the attached "Participant Listing" for districts and personnel involved in our action research.

Project Objectives:

1. Discover how schools choose the career development competencies they will address.

2. Discover how teachers involve other school staff, community, and/or student's family in "teaching" career development competencies.

3. Discover how individual teachers adapt learning activities to help students:
    a) recognize the common characteristics of all work [what it means to "work"],
    b) recognize the characteristics that differentiate four fundamentally different types/*domains* of work [major work classifications],
    c) recognize which of the four types/*domains* of work best accommodate their talents, abilities and potential [the work classification I prefer],
    d) recognize how each type of work/*domain* is applied in a variety of career clusters (concentrations) [where the type of work I prefer is done], and
    e) understand how to prepare myself to become what I would like to become? [how to set tentative goals & get involved in educational planning].

4. Discover how schools can assess career self-efficacy (to gauge the effectiveness of their career planning and programming activities).

5. Use what is discovered to design written materials and inservice programs that would be useful to teachers.

Participant Listing For Career Majors Project

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Rick Bockhop -	Agriculture
Tim Brockmann -	Mathematics
Mark Brown -	Business Education
Bob Ehrike -	Social Studies
Sheila Kelly -	Special Education
Cathy Lader -	Family and Consumer Education
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Debbie Thomsen - Guidance K-8
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State Superintendent

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Career Majors:

A Report Prepared For Carl Weigell

Tuesday June 11, 1996

Statement of Need:

Standards and assessment are important issues facing the education community. Whether the state adapts or adopts the New Standards Project or the DPI standards currently under construction we believe that career development standards and assessment should be involved in the Wisconsin Student Assessment System. To that end DPI through leadership in the Office of School to Work has been involved with developing a 10th grade benchmark to determine whether students have Career Majors. This project involves work with K-12 teachers, counselors, and administrators in three school districts throughout the state and staff from the state level teams of School-to-Work, Instructional Strategies, Counseling, and Teacher Education.

Career Major Background

Unlike many of its predecessors School-to-Work (S-T-W) legislation calls for restructuring of the entire education "system". One of the features of the S-T-W initiative is that all students are expected to have a Career Major by grade 10. A small workgroup comprised of representatives of the Department of Public Instruction, the Technical College System, the University of Wisconsin System and the Department of Workforce Development have developed a 10th grade benchmark to determine if a student has a Career Major. This groups ideas have been refined and tested by teachers with students in three demonstration sites.

In order to determine if reforms like Career Majors really do work, student assessment must become an integral part of the new system. If, for example students will be expected to make critical decisions by the end of grade 10, then assessment needs to help educators determine if informed decisions have indeed been made. If students will be expected to have an 11-14 career and education plan, then assessment needs to help determine if, in fact, viable plans exist. It must also be understood that this restructuring includes an 11-14 sequence which takes us out of our own (PK-12) system; necessary if students are to have a "seamless" transition.

Students completing the 10th grade have a Career Major if they can:

- Describe their tentative post school-life's work related *goal*, their "Career Major" (KNOW)
  — i.e. tell you what their Major is

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- Explain how their goal will accommodate/fullfill their interests, talents, values, and needs (KNOW)
  — i.e. explain why their Major is appropriate for them

- Describe 3-4 vocations their *goal* might prepare them for (KNOW)
  — i.e. explain what their Major would prepare them to do

- Explain how their *goal* has influenced their educational plans (coursework, work experience, extracurricular involvement, etc.) (KNOW)
  — i.e. explain how their Major has affected their educational plans

- Explain how the use of their career portfolio has and will continue to facilitate their career development (KNOW & BE ABLE TO DO)
  — i.e. explain how they have, and will continue to use their career portfolio

- Explain how the use of family, teachers, counselors and informational systems were, and will continue to be used in career planning and decision making (BE ABLE TO DO)
  — i.e. explain how others have and will continue to influence their plans

- Explain how the career interest inventory results (part of the Wisconsin Student Assessment System 10th Grade Knowledge and Concepts Exam) results verify, support, or reinforce the *goal* they have tentatively chosen

  — i.e. reconcile the two

In order for the above to be accomplished, students will need learning experiences designed to prepare them to recognize:

1) the common characteristics of all work or
   • what it means to "work"

2) the characteristics that differentiate the four fundamentally different types/*domains* of work
   • major work classifications

3) which of the four types/*domains* of work best accommodate their talents, abilities and potential
   • the work classification I prefer

4) how each type of work/*domain* is applied in a variety of career clusters (concentrations)
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5) how can I prepare myself to become what I would like to become
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